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ABSTRACT

The guide focuses on administrative and program planning for Willie M. students (ages 9-18), those whose particular constellation of behavioral, emotional, neurological, and/or academic needs may require specially tailored special education or mental health services. Contents include a discussion of the role of the North Carolina Department of Public Instruction and local school administrative units, program development and administrative leadership, role of the Willie M. educational case manager, behavior management suggestions, parent contact, the instructional program, vocational education, and the physical educational environment. Appendices offer a description of the original Willie M. case, criteria for certification as a class member, procedures for nomination, certification, and appeal, and an examination of the role of mental health and human resource agencies. (JW)

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PROCEDURES MANUAL

THE WILLIE M. PROGRAM IN NORTH CAROLINA

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DIVISION FOR EXCEPTIONAL CHILDREN
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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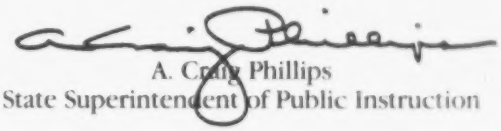
FOREWORD

The State Department of Public Instruction and local school administrative units have a responsibility to utilize every possible human and material resource in a creative way to provide an appropriate educational program in the least restrictive environment for Willie M. students. These students need our support and involvement if they are to have the opportunity to take their places as independent, contributing members of our society.

This publication is designed for the educators who have the responsibility to plan, implement, and modify an educational program for Willie M. students, and it is intended to support the efforts of all who have a professional and personal commitment to the Willie M. student.



A. Craig Phillips
State Superintendent of Public Instruction

INTRODUCTION

This publication has been prepared by the North Carolina Department of Public Instruction to assist educators in their efforts to develop an appropriate educational program in the least restrictive environment for Willie M. students. Willie M. students range in age from 9 years to 18 years. Their intellectual quotients range from 40 to 129. Some local school administrative units have more than 60 such students; others may have only one. It would be impossible to publish a document to meet all the needs or answer all the questions about developing a program for each of the 1,000 plus Willie M. students. This publication is designed to stimulate thinking and self-evaluation. Hopefully, many educators responsible for Willie M. students will review the information and conclude that their program is already doing all that is suggested.

To help a Willie M. student take his or her place as a positive member of our society will require the hard work, cooperation, and communication of many individuals in the school environment, living environment, and mental health professions. There is no way to measure or comprehend the accomplishment of helping a Willie M. student turn his or her life around. Our efforts are an investment in their future.

Theodore R. Drain
Assistant State Superintendent
Support Services

E. Lowell Harris, Director
Division for Exceptional Children

ACKNOWLEDGEMENTS

This publication was developed and edited by Dr. Ronald S. Laneve, Educational Consultant and former principal of Mark Twain School, Montgomery County, Maryland. Dr. Laneve has planned and conducted many of the Willie M. training workshops.

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ROLE OF THE DEPARTMENT OF PUBLIC INSTRUCTION AND THE LOCAL SCHOOL ADMINISTRATIVE UNITS

The Department of Public Instruction, through the Division for Exceptional Children, and the local school administrative units are charged with meeting the following responsibilities with regard to program development and implementation for Willie M. class members:

Skill Development

The Department of Public Instruction, through the Division for Exceptional Children, in cooperation with local school administrative units, shall provide training to personnel who provide services to Willie M. class members in order to develop the skills necessary to plan and implement appropriate educational programs for Willie M. students.

Location and Identification of Class Members

Local school administrative units shall nominate to area mental health centers those children who are suspected to be members of the Willie M. class.

Local school administrative units shall request informed consent from parents to conduct additional evaluations, if needed.

Local school administrative units shall keep an ongoing register of all certified Willie M. class members.

Educational Program Development

Local school administrative units shall develop and implement appropriate individualized education programs, including a specially designed vocational program if needed. The local school administrative units will solicit input in the development of the individualized education programs from the area mental health facility and other resources to assure consistency with the child's habilitation plan.

Cooperation with Area Mental Health Programs

Local school administrative units shall share with the area mental health programs information necessary to develop an habilitation plan for a certified class member; and

Local school administrative units shall, upon request from area mental health programs, assist in the development of the individualized habilitation plan.

Program Location

Local school administrative units shall provide special education and/or related services to certified Willie M. class members who are located in the local school administrative units, group homes, or special facilities.

The decision as to the location of the program shall be determined jointly by the local board of education and the area mental health center, with the local board of education making the final decision.

Transportation

Local school administrative units shall provide transporation necessary for the implementation of the individualized education program for certified class members served in:

- Community-based programs under the supervision of the local school system;
- Day treatment and educational programs in which the child receives his total education; and
- School programs when there is a part-time day treatment and educational program.

Notification

Local school administrative units shall notify the Department of Public Instruction of the special education program being provided. The notification shall contain the following:

- Types of services;
- Duration of services; and
- Any other information that the Department deems relevant.

Funding for Educational Services

These categorically appropriate funds will be allocated on a pro rata annual basis, according to the following formula:

- Students not counted in the December 1 exceptional children headcount, the revised June 1 headcount, or the projected regular average daily membership, and who will be served in a public school setting or an educational placement in a group home or similar facility, will be eligible to receive the following:
    - Regular allocation;
    - State add-on [handicapped];
    - Federal add-on [Title VI-B only]; and
    - Additional amount to be determined by the Division for Exceptional Children on an annual basis, within funds available.
- Students not counted in the December 1 exceptional children headcount, the revised June 1 headcount, but counted in the projected regular average daily membership, and who will be served in a public school setting or an educational placement in a group home or similar facility, will be eligible to receive the following:
    - State add-on [handicapped];
    - Federal add-on [Title VI-B only]; and
    - Additional amount to be determined by the Division for Exceptional Children on an annual basis, within funds available.

- Students counted in the December 1 exceptional children headcount, the revised June 1 exceptional children headcount, and the projected regular average daily membership, and who will be served in a public school setting or an educational placement in a group home or similar facility will be eligible to receive the following:

    - Additional amount to be determined by the Division for Exceptional Children on an annual basis, within funds available.

To access funds, the local school administrative unit must send the following information to the Controller's Office, Division of Student Information Management, for review:

- Name of the child;
- Age;
- Educational services to be provided;
- Program placement of the child; and
- Justification for additional funds.

A local superintendent must certify that the funds are needed. Forms to submit this information are mailed to local school administrative units in July of each year.

Any purchase of equipment that exceeds $50 per child per year must be approved by the Director, Division for Exceptional Children. Computers may not be purchased with Willie M. funds.

Cooperative Treatment and Educational Programs

For cooperative mental health and local school day treatment and educational programs, the educational component shall be supervised by a local school system. If several local school administrative units contract with a single program, the superintendents shall agree on the school system to supervise.

In the case of a cooperative treatment and educational program located in a facility other than a public school building, the following procedure will apply:

- Any student who attends the program for his/her full educational services will be counted in the ADM of the local school administrative unit which is supervising the program until the student returns to full-time status in his/her sending school administrative area.
- Any student who attends the day treatment and educational program on a part-time basis will remain in the ADM of the sending local school administrative unit.

Monitoring

The Department of Public Instruction, through the Division for Exceptional Children, shall monitor local school administrative units and/or other facilities that are providing educational services to Willie M. class members to determine if the program is appropriate to meet the needs of the child.

PROGRAM DEVELOPMENT AND ADMINISTRATIVE LEADERSHIP

Research indicates that the most important factor in developing a positive educational environment for Willie M.-type students is the attitude of the administrative leaders. If the administrative leader believes an appropriate program can be developed for Willie M. students, it can and will be done!

Educators cannot control what happens to the Willie M. student in the living environment or in the community. Educators can't control the other services provided to Willie M. students; but educators can — and must — not only control, but plan, design, monitor, and most importantly, modify the educational program when necessary. Educators have been ordered by the court to plan and deliver an appropriate educational program. If the student is failing, constantly disruptive, suspended, or not attending the program, the program may *not* be appropriate and should be reviewed and/or changed.

Educators must assume a philosophy similar to the doctor who said, "When my patient is sick, I keep trying different treatments until I find one that works or has the best chance of working. I can't reject the patient because he is sick; I can't change the patient; I can only change the treatment. This is my professional responsibility."

Suggested Steps to Follow to Develop a Program for Willie M. Students

- Apply for Willie M. funds. (Refer to Funding for Educational Services, p. 2)
- Designate a Willie M. educational case manager/teacher counselor (ECM/TC) (Refer to p. 6).
- Plan and set up a meeting with the student.
- Request all educational records and plan for review of the mental health case records.
- Plan and set up a meeting with the parents or adults responsible for the living environment.
- Plan and set up a multidisciplinary meeting (for nonhandicapped students) or an IEP planning meeting (for handicapped students). Invite the Mental Health case manager.
- Determine if the student has been or needs to be evaluated for the various categories of exceptionality.
- Consider these topics at the multidisciplinary or IEP meeting:
    - Behavior management;
    - Academic program;
    - Type of educational activities;
    - Daily schedule (time for daily counseling; consistent daily schedule);
    - Vocational program;
    - Credits;
    - Allocation of resources; and
    - Transportation.
- Plan the utilization of funds. Be creative! Contract for assessments or services when needed.
- Prepare for Department of Public Instruction monitoring. Study the form used for monitoring. Identify what you have and what you will need. Is vocational assessment needed?

- If you need help or assistance, contact Willie M. Services, Division for Exceptional Children, in Raleigh or the Willie M. consultant in one of the eight Regional Educational Centers.

QUESTIONS AND ANSWERS

Q: Why do we have to serve these students?

A: The court has ordered that programs and services be developed and provided to meet the needs of Willie M. students. Think about it this way: educators have always had a responsibility to the Willie M. students, but as a result of the court case, educators now have added funds and revenue to be utilized in their attempts to help Willie M. students take their places as productive members of our society.

Q: How do I know if the program for a Willie M. student is not working and needs to be modified?

A: Is the student attending school regularly? Are there reports of disruptive/aggressive behavior? Has the student been suspended? [Note: Do you have a system to find out about attendance, disruptions, suspensions?]

Keep in mind that a suspension only provides time to reevaluate the program and, if necessary, redesign the program. Suspension will not change behavior. Suspension may, in fact, reinforce negative, disruptive, or assaultive behaviors of Willie M. students. Many of these students don't want to be in school.

Q: How can I make special exceptions for a Willie M. student? Rules are rules! Everyone must be treated the same!

A: We do not (and should not) treat all students the same. Kids in wheelchairs are not (and should not be) instructed to run around the track. Kids who do not earn the grades and recommendations of their teachers are not accepted into the Honor Society.

In short, we don't treat all students the same. The law doesn't treat all criminals the same. Doctors don't treat all patients in the same way. Educators must have the same rules for all students, but what we do when the rules are broken is up to us. With a Willie M. student, it is important to have a plan of which the student is aware. The Willie M. student must understand the consequences of his or her actions, i.e., "If this happens, this will be done!"

Q: What do we do if the program or services a Willie M. student needs is/are not available?

A: Develop the program or services; that is why the additional funds are provided. Contract for vocational assessments or services; employ people in the community to provide vocational experiences; brainstorm with members of the staff and with the regional Willie M. consultant to find ways to use the funds creatively. Remember, until you have made appropriate use of all available funds, you cannot say you have exhausted all resources.

THE WILLIE M. EDUCATIONAL CASE MANAGER/ TEACHER-COUNSELOR [ECM/TC]

Responsibilities

In anticipation of the time and effort which will be required to provide an educational program for Willie M. students, it is suggested that each student be assigned an Educational Case Manager/ Teacher-Counselor (ECM/TC). This person may be a teacher of exceptional children, school counselor, psychologist, social worker, or other professional. The key will be that this person is provided with the time to meet his/her responsibilities. Willie M. educational case management cannot be an "add-on" to a full-time teaching assignment.

The Willie M. ECM/TC will be the single most important person in the educational environment for the Willie M. student. The ECM/TC has the following responsibilities:

- Establishing and maintaining a positive relationship with the student and the adults responsible for the living environment;
- Developing and implementing the Individualized Education Program;
- Coordinating and maintaining all information and records related to the student; and
- Seeking additional support services from other agencies.

Type of Person

The most important quality of a Willie M. ECM/TC is a sincere desire to work with and develop a positive, supportive relationship with the student. The individual must be a master teacher and an exceptional counselor. Listed below are some of the qualities a Willie M. ECM/TC should possess:

- sincere desire to work with the student and to develop a program to meet the needs of the student;
- ability to maintain a positive attitude;
- objectivity about him/herself and about others;
- a good sense of humor;
- flexibility to change plans when necessary;
- good organizational skills;
- good listening skills;
- good coping skills and a determination not to quit or give up;
- an ability to learn from mistakes;
- a calm and rational demeanor during stressful situations; and
- pride and enjoyment in being a teacher.

Setting Limits

The Willie M. ECM/TC must be able to set limits for the Willie M. student and enable the student to be aware of the consequences prior to selecting a behavior. Simply stated: the Willie M. ECM/TC must help the student develop a pattern of thinking prior to behaving.

Step 1: This is what I want to achieve.

Step 2: If I do this, what will most likely happen?

Helping Relationships

Educators and mental health professionals cannot change the Willie M. student, but they have a responsibility to help the student see the need and feel the desire to change his/her behavior. Everyone working with the Willie M. student must consider the following factors which inhibit change:

- **Trust** — There is a lack of trust by the student.
- **Communication** — Communication is restricted or inhibited by lack of time to talk about what the student wants to achieve.
- **Purpose** — The student does not see any purpose in changing his/her behavior.
- **Group Norms** — Group norms are ignored. Remember, the student has a peer group he/she will have to reject in order to change his/her behavior.
- **Involvement** — The student is not really involved in "The Plan."
- **Inadequate Rewards** — The rewards for changing behavior are inadequate or too restricted.
- **Risk of Failure** — The risk of failure is too high.
- **Satisfaction** — The student is satisfied with keeping things the way they are.

BEHAVIOR MANAGEMENT

Behavior Management Suggestions

Managing the behavior of a Willie M. student is not much different from managing the behavior of other students. Educators who plan and operate excellent educational programs for regular students usually do not have too much difficulty with Willie M. students.

Listed below are some common-sense suggestions:

- Have very few rules. The rules are the same for everyone, but the consequences should be different for different students.
- Make certain each student knows the consequences of his/her behavior. Remember: every rule has to be enforced.
- Develop a detailed plan to focus on helping each Willie M. student improve his/her behavior. Keep the plan simple. Focus on one thing at a time.
- Keep detailed daily records of the student's positive and negative behavior.

- Provide the student with time to cool down after an incident. As emotions go up, intelligence goes down.

- Involve the police or juvenile authorities early in planning the program. Let them know you have the Willie M. student in school. Talk with them and with the student in a *crisis-preventing conference*, not in a threatening conference. Make plans for the future in case, as a last resort, their assistance is needed.

- If it doesn't work, don't do it! Don't suspend the student who really doesn't want to be in school.

- Involve parents or the adults in the living environment in the behavior plan, including in the planning of rewards and consequences.

- Don't waste time on things you can't change.

- Remember, from the beginning, the goal is to help the student select the proper behavior in different situations.

- Make certain the student knows the policies and consequences of school rules related to drugs, alcohol, weapons, disruptive objects (radios, tape recorders).

Define What Can Be Changed

Listed below are several areas with which Willie M. students have difficulty. The items could be stated in many different ways. The words are not important — but several things are important: know what you are working on, write it down and share it with the student, and talk about the words, what they mean and why the student should try to change.

The items are not listed in order of importance. The tenth item could be the most important. The behaviors listed under each item are not all-inclusive; they help to define the item.

- **Acceptance of Authority** — Presence of trust and amity in attitudes toward those representing authority.
    - Accepts direction from staff
    - Does not verbally abuse staff
    - Complies with school rules and regulations

- **Emotional Control** — Appropriate reaction to tension, frustration, and change.
    - Copes appropriately with frustration
    - Expresses feelings in a controlled manner
    - Reacts appropriately to constructive criticism

- **Self-Responsibility** — Self-evaluation and acceptance of responsibility for success and failure.
    - Shows awareness of own strengths and weaknesses
    - Accepts responsibility for behavior
    - Accepts consequences of behavior
    - Demonstrates independence of behavior

- **Problem-Solving** — Active engagement in efforts to cope with and solve problems.
    - Accurately describes own problem situations
    - Describes appropriate behavior

- Chooses appropriate behavior alternatives

- **Respect For Others** — Acceptance of desirable social standards including rights and property of others.

  - Does not abuse or encourage abuse of others
  - Shows regard for the needs and feelings of others
  - Does not abuse school property

- **Social Skills** — Acceptance of group standards and ability to work effectively with peers.

  - Is accepted by peers
  - Shows poise in dealing with peers
  - Works cooperatively with peers
  - Does not seek excessive peer attention

- **Sense of Self-Worth** — Presence of self-confidence, personal security, and high self-esteem.

  - Shows pride in accomplishments
  - Accepts praise and encouragement
  - Protects own rights in a constructive manner
  - Is willing to take risks

- **Classroom Conformity** — Acceptance of routines and procedures.

  - Brings required materials to class
  - Follows teacher directions
  - Does not disrupt classroom activities
  - Follows established classroom routines

- **Task Orientation** — Persistence with task through mastery.

  - Works with conventional classroom teacher supervision
  - Works in an organized manner
  - Completes tasks in an appropriate amount of time
  - Completes tasks with acceptable quality

- **Attendance**

  - Attends school on a regular basis
  - Remains in school all day
  - Arrives on time and stays in classes

Steps to Follow

The ECM/TC and all other staff utilize the following steps in working with Willie M. students:

- **Get Personally Involved.** This is most important for the ECM/TC. Spend time with the student. Let him/her talk about his/her interests. Talk about the problems confronting the student; listen to the student's version. Talk about what the student wants to do with his/her life. Attend activities outside of the school setting. Deliver the message, "I care about you and want to help you."

- **Deal with Present Behavior.** When the student does something wrong, deal with the present behavior. Ask what happened, and listen to the student. If the student has a problem with fighting, don't bring up or discuss past fights — just deal with what happened today. Don't ask "Why." This gives the student an opportunity to rationalize his/her behavior. Keep the focus on what happened today.

- **Make No Value Judgements.** Work toward making the student place a value judgement on his/her behavior. But don't fall into the trap of judging the student's behavior; i.e., "You shouldn't fight," or "Fighting is wrong." Ask the student to talk about what the world would be like if everyone just fought when they were angry or upset. The goal is to get the student to say (and feel) that his/her behavior was inappropriate. When this happens, you set the stage for developing a plan to help the student select other more appropriate behaviors.

- **Make a Plan.** Work with the student to develop a plan to change his/her behavior. Keep the plan simple. Select one goal at a time. Don't confuse the student by focusing on two behaviors at the same time, such as fighting *and* swearing. Write the plan down. After you both agree on the plan, both the student and the ECM/TC should sign it.

  A plan must include a *goal:* simply stated, a statement of what the student is trying to do. Example: John will get through the morning without fighting. At first the time must be short to increase the chances of success. The key components of a plan are included on page 11.

- **Do Not Punish.** Punishment is defined as anything *which the student perceives as negative* and which the student did not know would occur prior to selecting a behavior. For example, a student who gets into a fight and is suspended but who didn't know he/she would be suspended for fighting is being punished. [That is, it is punishment if the student sees suspension as a negative. For a student who doesn't want to be in school, suspension is actually a reward.] On the other hand, if the student knows he/she will be suspended for fighting and the consequence is listed in the student's plan under this definition, the student is not being punished.

  Punishment doesn't work! When it does, it is only because the punishment is strong enough to extinguish the behavior for short time, e.g., *jail!* However, you can be sure if you remove the punishment, the behavior will return. The time and energy spent on punishment is wasted if the goal is to change the behavior of the Willie M. student.

- **Get a Commitment.** Once the plan is developed with the student, ask for a commitment to really try to make the plan work. If the ECM/TC is very involved with the student and has earned his/her trust and if the student has had an opportunity to judge his/her own behavior, a sincere commitment will follow.

- **Accept No Excuses.** Success will not come with the first plan. The student may fail over and over again. Each time this happens the ECM/TC must not accept excuses. The Willie M. student is a master at rationalizing his/her behavior. In a supportive manner, the ECM/TC's constant response must be, "We had a plan and you did not hold up your part of it. I don't want to hear excuses; I just want to know if you are willing to make a new plan and try again."

- **Never Give Up.** Willie M. students have been rejected so many times by parents, the schools, and the community that they expect people to give up on them. The message the ECM/TC wants to deliver is, "I care about you as a person and I will *never* give up on you."

  This process may sound very simple, and it is. It works — not every time and with every student, but the process, which is based on the work of Dr. William Glasser and is described in *Reality Therapy* and *Schools Without Failure*, does work.

Physical Restraint

There are times when physical restraint is or may be necessary, but those times should be few and far between.

Every school should have a philosophy and policy on physical restraint. The philosophy and policy should be shared with students and parents. It is suggested that the following philosophy is most appropriate in working with Willie M. students:

"Our school staff believes that we have *no right* to touch or physically restrain students. We also believe that students have no right to touch or physically abuse us or other students."

If the verbal attempts to have the student terminate a dangerous behavior fail, the staff has not only a right but a responsibility to restrain students in the following situations:

- The student is a danger to others.
- The student is a danger to him/herself.

The staff must be trained to use physical restraint properly in order not to hurt the student or to risk injury to staff members. Physical restraint by one person should not be permitted. The physical restraint plan should require that more force than needed be present in a physical restraint situation.

The Plan

Date: _____

GOAL: _____

_____

I [STUDENT] _____ WILL: _____

_____

I [STAFF] _____ WILL: _____

_____

TOGETHER WE WILL: _____

_____

IF I ACHIEVE THE GOAL, POSITIVE CONSEQUENCES WILL BE: _____

_____

_____

IF I DO NOT ACHIEVE THE GOAL, NEGATIVE CONSEQUENCES WILL BE: _____

_____

_____

My signature indicates a commitment to try my best to make this plan work.

Student: _____ Staff: _____

Daily Records

Develop a system to maintain, store, and utilize data collected each day on a Willie M. student's behavior.

Remember, if you don't know what you are working on, you won't know when you have achieved it! Daily records and notes are very important. If it isn't written down, it will be lost. The staff working with the Willie M. student must document the Willie M. student's behavior each day. The plan for behavior must be written; communications with parents should be documented. If the information is maintained on a daily basis, it can be summarized and reported at a later date.

Develop a record-keeping system and use it each day. Don't get hung up on forms. Plain paper, handwritten notes, and file folders are just fine. Do not leave the record-keeping till the end of the week or month. Do it each day!

PARENTS

Many Willie M. students do not live in a regular home environment with even one parent. However, all Willie M. students live somewhere and have people who are responsible for their living environment. A supportive relationship must be developed by the school with the adults responsible for the living environment. From this point on, the term "parents" will be used with the understanding that the term refers to the adults who are responsible for the environment in which a Willie M. student lives.

Working with Parents of Willie M. Students — Some Suggestions

- Make contact with the parents as soon as possible. Telephone just to say hello and get some background information on the student. Talk about the parents' likes — where they work, hobbies, etc.
- Make certain there is frequent verbal and written communication with the parents. To avoid "mixed messages," all communication with the parents should go through the ECM/TC.
- Keep in-person conferences to a minimum. When you have a conference, begin one to one. Don't have seven or eight people in a room to "gang up" on a parent.
- Review the files and all information just before the conference. Is the parent's name the same as the student's? Has the student ever failed? When is his/her birthday?
- Do not use educational jargon or letters like IEP. Just say what we need to do to help John make progress in school.
- Do not use "Mom" or "Dad." Keep it professional.
- Pay close attention to the concerns of the parent.
- If the parents feel a need to attack the school or the staff, listen and let them vent their feelings. Don't defend the school or the staff; use active listening skills to help the parents focus on why the conference was set up, what needs to be done, and how they can help.
- Ask the parents for help. Remember, the parents have many more positive and negative consequences at their disposal than the staff does. Make the parents a part of the plan.

- Assign the ECM/TC as the student and parent advocate in the conference.
- Seek the parents' opinions. Ask how they see the situation and if they have any ideas to work on the problem.
- Don't make a gap between the parents and "the professionals." If they don't know the staff are professionals, you are in deep trouble.
- Watch your body language. Don't fold your arms over your chest or move your chair away from the table. Place a clock so you can see it — behind the parents.
- Don't deal with the past. What do you want to accomplish today?!
- If you have records at the conference, ask the parents if they would like to see them. Develop the attitude that we are all in this together and we are all working toward the same goal. We have nothing to hide.
- Always begin and end the conference on positive notes.

THE INSTRUCTIONAL PROGRAM

A good, solid instructional program for a Willie M. student is no different from a good instructional program for a student in the regular education program. A highly motivating instructional program will reduce (and may eliminate) behavior and discipline problems. The instructional activities should include a great deal of "doing," "going," and "seeing." The traditional "paper-and-pencil seat work" type of instructional program will not be effective for Willie M. students.

Academic Program

The academic program for Willie M. students must not limit the student but must focus on the development of basic skills: reading, writing, listening, speaking, and mathematics. Depending on the age and ability of the student, it may be necessary to modify the program to provide lifetime coping or survival skills. For example, time should not be wasted teaching the multiplication tables to a sixteen-year-old Willie M. student. If he/she has not mastered this information by now, one more year on it won't improve the situation.

Coping/survival skills would demand that the student be taught to use a calculator to do math — [most of us use one anyway]. True, the student will not learn his/her multiplication skills, but the program will be practical and useful. More importantly, the student will begin to feel success and confidence.

Listening and speaking skills should also be emphasized. Videotape records can be used to record student presentations. The Maryland Department of Education has developed a core curriculum built around the basic skill areas such as reading, writing, listening, speaking, citizenship, and vocational skills.

In planning and implementing an instructional program for Willie M. students, the following steps should be followed:

- Appraise the student's current level of functioning, interests, and needs.

  A Willie M. student will not tolerate the frustration of trying to do a task for which he/she does not have the skills; i.e., doing division before the student has mastered multiplication.

- Use all information in the student's records. Be aware of previous test results, but remember the test may not be valid if the student did not do his/her best.
- Use observations of the student.
- Consult with parents and other teachers who have taught the student.
- Request additional testing if necessary.
- Discuss the program with the student.

- Establish appropriate learning objectives for the student.
  - State instructional objectives in terms of student behavior.
  - Collaborate with other teachers to coordinate the student's program.
  - Maintain balance in the types of objectives.
  - Focus on the basic skills areas.
  - Establish performance objectives for classwork and homework.
- Plan for the involvement of the student in the learning program.
  - Help the student understand what he/she is to do, and why.
  - Work with the student and be available if the student needs assistance.
  - Expect and demand time to be spent on learning activities.
  - Assist the student in organizing his/her work.
  - Provide time for students to share what they are learning.
  - Solicit feedback from students so the program can be modified when necessary.
- Plan and use a variety of instructional methods.
  - Use a variety of teaching techniques. Avoid excessive use of any one technique.
  - Reexamine teaching methods when students are failing.
  - Convey a sense of enthusiasm.
  - Demonstrate flexibility.
  - Demonstrate knowledge and preparation of subject matter.
  - Be willing to give a student the attention and time he/she needs to master the subject matter.
  - Encourage students to work independently.
  - Communicate clearly in speech and writing with the student.
- Plan for and use a wide variety of resources in the classroom.

- Use and encourage the student to use nonprint and audiovisual materials.
- Use and require that students use the library.
- Use resources in the home and community to reinforce learning.
- Consult with other teachers and staff members to explore and identify additional resources.

- Plan for and use evaluation techniques which motivate the student to participate in the classroom activities.
  - Evaluate student work quickly, fairly, and constantly.
  - Review with the student each test and insure that the student has mastered the necessary skills before testing again.
  - Provide students with many different ways to demonstrate mastery of learning objectives.
- Establish and maintain an environment which is conducive to learning.
  - Treat all students with respect.
  - Adjust the physical arrangements, noise levels, and visual considerations to provide for a variety of student needs.
  - Maintain a positive classroom atmosphere.
  - Utilize appropriate behavior management strategies.
  - Follow and expect students to use democratic procedures which show consideration for the rights of others.
- Establish relationships with students, parents, colleagues, and the community which reflect recognition of and respect for every individual.
  - Demonstrate sensitivity to individuals who are of another race, culture, religion, or sex, or who are handicapped.
  - Listen and respond to the concerns of others.
  - Communicate effectively and positively with the community about the school program.
  - Foster an open atmosphere in which others feel free to express themselves.
  - Utilize such human relations techniques as acceptance, praise, and humor when warranted.
- Appraise the effectiveness of the program and demonstrate successful application of skills and information to increase the effectiveness.
  - Assess each lesson and unit in terms of student response to and involvement with the techniques, activities, and materials, and in terms of student attainment of objectives.
  - Use the results of lesson and unit assessments to modify the instructional program.
  - Work with the school staff to evaluate the total program's effectiveness.
- Participate in school management and share responsibility for the total school program.

- Share responsibility for the care of equipment and facilities.
- Share ideas, materials, and methods with other staff.
- Cooperate with colleagues and students to maintain a positive learning atmosphere.
- Observe school policies and legal regulations.
- Encourage habits of good citizenship and good behavior and work with students to reduce vandalism.

Instructional Activities

An instructional program for Willie M. students should also include activities to help the student learn to learn. Suggested topics are as follows:

Learning Strategies
Organizational Strategies
-use of time
-use of a notebook
Listening Skills
Memorization
Note-taking
Use of textbooks
Reference
Report Writing
Test Taking

Students should also be encouraged to identify their learning styles or the ways in which they learn best. The teacher should use the methods of instruction which are best suited to the learning style of the student.

Since many of the Willie M. students are also learning disabled, many of the teaching techniques used in a learning disabilities program would be appropriate. Willie M. teachers are encouraged to request the assistance of learning disability professional staff members in designing and planning their instructional programs.

Vocational Program

Many Willie M. students will not graduate from high school. Therefore, time spent on vocational education and coping/survival skills may be the most important and realistic use of educational time for the Willie M. student. Vocational assessment is important and needed, but don't let assessment get in the way of exposing students to the world of work and relating classroom activities to skills needed in the world of work.

The program must include many different vocational experiences for the student. As many of the experiences as possible should take place in the community. Encourage the student to talk to workers who dropped out of school. Hire an aide to take the students to observe workers in the community. English, math, and social studies assignments can be built around and integrated into the vocational program. Willie M. funding can be used in creative ways to provide vocational experiences for students.

Planning the vocational program should begin with some facts and a lot of common sense. Some of the questions which must be answered are:

- What is the student's age?
- How many credits has he/she earned?
- What is the student's intellectual ability?

Talk with the student to determine his/her interests. If the student says, "I don't have any vocational interests," use the "candy store" approach: take him/her to the community world of work. Let him/her see and experience what people do to earn a living. After a few shadowing experiences, interests will begin to develop.

Willie M. students are rarely successful in attempts to interact in the community. These students lack the appropriate personal adjustment and social skills for involvement and success in the community. Vocational education, through increasing competence, can assist the Willie M. students to become more successful adults.

- **Life Skill Problems of Willie M. Students:** The life skill deficits of Willie M. students fall into three categories: social-interpersonal, daily living, and occupational-related skills. Examples of these deficits are:

  - Social-Interpersonal Skills

    - Poor communication skills (verbal expression, following oral and written directions, listening skills)
    - Inappropriate affect
    - Inattention to task
    - Inappropriate relationships with adults and peers (includes verbal aggression, physical aggression, and withdrawal)
    - Inability to work in a group situation and complete tasks
    - Inability to problem-solve
    - Negative self-concept
    - Unrealistic fears regarding school, home, and relationships
    - Negative feelings about school, work, and home

  - Daily Living Skills

    - Poor personal hygiene and grooming skills
    - Inappropriate dress
    - Inappropriate eating skills
    - Inability to follow an appropriate daily schedule
    - Lack of community awareness
    - Inappropriate leisure time skills
    - Lack of knowledge of academic survival skills (money, time, and measurement)

  - Occupational Guidance and Preparation Skills

    - Unawareness of occupational possibilities and unrealistic job or work expectations
    - Inappropriate work habits and behaviors
    - Inability to choose appropriate occupations
    - Inability to match physical and mental abilities to specific skill area
    - Inability to find further training and/or a job independently

- **Reality-Based Curriculum:** A reality-based functional curriculum for Willie M. students will increase the likelihood of their success in school, the community, and the family. Willie M. students, from kindergarten through high school, need programming that provides experience and opportunities to develop the skills, behaviors, and attitudes necessary for productive, successful lives. Objectives and activities relating to daily living skills, personal social skills, and occupational guidance and preparation should be a part of the student's Individualized Education Program.

One approach is Brolin's *Life-Centered Education Curriculum*. This curriculum includes: personal social skills, daily living skills, and occupational guidance. This K-12 approach is a total curriculum approach that unites education and life. It encourages teachers to relate subject material to its career implications. It balances content and experiential learning, permitting hands-on occupational learnings. Finally, it coordinates home, school, and community. Rather than just career education, this model focuses on growth and development for all life rules, settings, and events. (Brolin & Kokaska, 1985, p. 851.)

- **Personal Social Skills:** The first category, personal social skills, deals with the social skills that a student will need to develop through his/her school career in order to benefit from ongoing career development.
    - The student will express feelings in an appropriate manner.
    - The student will identify positive characteristics of home, school, and community.
    - The student will accept limits and rules of home, school, and community.
    - The student will follow school rules.
    - The student will develop positive self-esteem.
    - The student will develop the ability to attend school and community functions with minimal anxiety.
    - The student will work independently.
    - The student will develop communication skills — written, oral, and listening.
    - The student will develop appropriate peer and adult interaction.
    - The student will develop responsible behavior at home, work, school, and community.
    - The student will develop problem-solving abilities.
    - The student will develop the skill to work on group situations.
- **Social-Interpersonal Goals and Objectives:** Examples of social-interpersonal goals and objectives as they relate to vocational education follow. You may generate several additional objectives for each goal:
    - Goal: The student will demonstrate responsible behavior in the school or at the work site.

      Objective: The student will identify the reasons for good attendance and punctuality.
    - Goal: The student will increase problem-solving skills.

      Objective: The student will identify the steps of problem-solving.
    - Goal: The student will increase listening skills.

      Objective: The student will listen to a discussion and respond to comprehension questions.
    - Goal: The student will work successfully in a small group.

      Objective: The student will cooperatively implement a project with two other students.

- Goal: The student will interact with adults appropriately.

  Objective: The student will identify common authority roles [e.g., teacher, principal, parents].

- **Daily Living Skills:** Daily living skills involve the behaviors and skills students need to gain social acceptance from peers and teachers at an early age and acceptance and, consequently, employment from vocational teachers and employers at an older age.

  Possible daily goals and objectives include:

  - Goal: The student will increase daily living skills.

    Objective: The student will select clothing appropriate for different activities.

    Objective: The student will describe appropriate personal leisure activities.

    Objective: The student will describe activities available through public and private resources.

- **Occupational Guidance and Preparedness:** The third and most important component of the Life-Centered Career Model is occupational guidance and preparedness. While the terms of prevocational skills, career exploration, awareness, and skills development are not emphasized until junior/senior high school, the early years (K-6) should provide the building blocks for the student in work habits, social and interpersonal skills, and daily living skills.

  Junior/senior high programs follow a progression of skills. One means of providing these skills is to divide them in three stages. The first stage could involve:

  - **Career Awareness** — exposing students to different job clusters and their skill requirements.
  - **Assessment** — evaluating the student's social abilities, aptitudes, and physical abilities.
  - **Values Clarification/Self-Awareness** — using student criteria for personal knowledge to match personal abilities, interests, and priorities.

  The second stage deals with:

  - **Job Exploration** — reviewing data and visiting job sites which are indicated by interest inventories, aptitudes, and abilities.
  - **Job Shadowing** — following an employee at sites of interest.
  - **Job Matching** — selecting an appropriate job experience site by analyzing interests, abilities, aptitudes, and previous shadowing experiences.
  - **Job Experience** — placing a student on a job, including self-evaluations (social skills, attitude, physical ability, skill level, and communication level).

  The final stage involves:

  - **Prevocational Skills** — interviewing appropriately, dressing appropriately, identifying available jobs, finding funding for further education, and exploring available resources.
  - **Skills Development** — developing the skills necessary for a particular job.
  - **Selection** — choosing an appropriate job or recognizing the need for further vocational training.

The ultimate goal of this three-stage approach is adequate skills for gainful employment and for furthering vocational education.

- **Instructional Content Areas:** Occupational guidance skills require direct instructional techniques. While classroom management and behavioral techniques operate during this time, the emphasis must be on content areas. Below are examples of goals and objectives.

  - Goal: The student will improve personal work habits.

    Objective: The student will identify ways in which personal behavior affects coworkers.

  - Goal: The student will recognize personal interests.

    Objective: The student will describe the relationship between interests and occupational opportunities.

  - Goal: The student will match his/her interests, abilities, skills, personal and social values to select possible job sites.

    Objective: The student will construct a chart in which he/she matches each job-shadowing experience to his/her interests, abilities, values, and skill development.

  - Goal: The student will explore many different jobs.

    Objective: The student will locate sources of information about employment opportunities.

  - Goal: The student will select jobs to shadow.

    Objective: The student evaluates his/her interests and abilities and identifies occupations he/she might consider based on his abilities and interests.

  - Goal: The student will increase his/her prevocational skills.

    Objective: The student will identify appropriate interview behaviors (e.g., dress appropriately, sit and speak appropriately).

  - Goal: The student will exhibit skills in a specific skill area.

    Objective: The student will be able to follow safety instructions in a particular vocational class.

  - Goal: The student will select an appropriate job.

    Objective: The student will use many of the important parts of the course content for selecting a job experience.

Summary

Career education integrates traditional content areas with occupational areas. Emphasis is placed on academic behavior, personal, social, and daily living skills. The ultimate goal of a student is to achieve maximum independence and self-sufficiency. Services may range from helping a student integrate into a highly structured sheltered situation to helping him or her learn how to pursue post-secondary training. It demands that parents, community agencies, businesses, and schools work together and require ongoing program evaluation.

TIP SHEET FOR VOCATIONAL EDUCATION

If necessary, use Willie M. funds to contract for vocational assessments. There are several easy to administer interest inventories which can be used.

Familiarize yourself with community agencies, including personnel, services, and funding sources:

Goodwill	Parks and Recreation
Mental Health	Local Vocational Schools
YMCA/YWCA	Colleges

Identify local vocational education personnel. Ask for their advice and assistance.

Become knowledgeable about vocational regulations and funding.

Observe local and area vocational school programs to become familiar with the curricula.

Work with support services personnel (counselors, librarians, media specialists, audio-visual specialists, area media centers, etc.)

Recognize local resources within the school and community.

Establish professional relationships with local businesses.

Involve parents in the planning and implementation of the program and use them as resources.

Use a multisensory approach to instruction.

Seek student involvement in the evaluation of the content.

Be clear in what you want to teach. State the objectives, teach them, and then evaluate the effectiveness of the lesson [did he learn it!] on a daily basis.

Maintain a sense of humor.

Career education doesn't mean just saws and welders. Be creative!

Use role-playing to teach concepts.

Get involved with the special vocational needs publications, groups, committees, and conferences.

Know the job before you try to teach the skill to the student. If necessary, work with the job and task analyze it, then teach the skill.

(References for this section include:

Brolin, D. E., (1983). *Life-Centered Career Education: A Competency-Based Approach.* Reston, VA: The Council for Exceptional Children.

Brolin, D. E., McKay, D. J., and West, L. W. (1987). *Trainer's Guide for Life-Centered Career Education.* Reston, VA: Council for Exceptional Children.)

THE EDUCATIONAL ENVIRONMENT

The physical environment can alleviate or facilitate behavior problems. Consider the following variables when planning the classroom for Willie M. students:

- **Lines of vision** — Teacher-student, student-blackboard, teacher-door, and student-teacher lines of vision must be considered.

- **Decorations** — These should be age-appropriate, and seasonal and they should serve a purpose.

- **Movement patterns** — Passage of students and teacher should be as unobstrusive as possible. Groups should be able to get where they need to be without disturbing others.

- **Quiet areas** — Quiet areas are seldom found in the home environment of many Willie M. students and may be appreciated.

- **Noise level of teacher and students** — Consider high traffic areas, windows, banging radiators, group-work areas, and distracting machines.

- **Private areas or "turf"** — Students need a spot for personal belongings and materials.

- **Lighting** — Though one variable over which you have little control, lighting can have an impact on your students' behaviors and their ability to complete their work. Work areas should have adequate light for the tasks involved. Teachers should be aware of the effects of lighting on students [buzzing and blinking fluorescent lights are distracting]

- **"Givens" (those things you have to live with)** — Adaptation rather than manipulation may be necessary. Windows require planning (distractible students may not accomplish a great deal if seated near a window). The size of your room may hinder your ability to plan the classroom you would like. You may not have the blackboards, electrical outlets, storage, or furniture you need or desire. Your room may not be located in the most desirable part of the building. Creativity and flexibility are essential.

- **Develop a plan to call for help or assistance** if a crisis occurs. Remember, the plan can be as simple as calling "Help!", if another staff member can hear the call and knows what to do when there is a call for help.

The arrangement of student desks must also be considered — who sits where and why. Students should be informed and, if necessary, sign a contract which clearly states that "seductive" or disruptive objects will not be permitted in the classroom. The teacher, and only the teacher, determines what is seductive or disruptive!

Suggested procedures:

- **First offense** — Teacher takes object during the day and returns it to the student [if possible] at the end of the day.

- **Second offense** — Teacher takes the object and sends it to the office with the student's name on it for safekeeping. The teacher returns the object to the parents at A) the next conference, or B) when the parents come to school to pick up the object.

CONCLUSION

The North Carolina Department of Public Instruction and local school administrative units have always had a responsibility to serve the Willie M. student. Prior to the court's decision in 1980, the funds to develop and implement programs and services were not available to local school administrative units.

The court's decision in the Willie M. case signalled a new approach to serving this type of student. The court took the position that the State violated the rights of these handicapped children and others like them by placing them in institutions which did not provide appropriate education or treatment. The court agreed that it would be less costly in the long run to identify and treat children like Willie M. than to lock them up until they turned eighteen, release them, and wait until they violated the law and could be locked up again, and again, and again. History has proven that incarceration is the most expensive and least effective alternative.

There is no one best way, or a way that will meet the needs of all, or a way that will always be successful. The development of an appropriate educational program for Willie M. students will require the cooperation, communication, and best efforts of many different individuals from many different agencies. Experience has taught that there are four basic ingredients in a successful program for Willie M. students:

- A strong statement of philosophy;
- A supportive attitude among those in leadership positions at the county and building level;
- A well-developed and well-communicated plan for the program; and
- A structured and integrated system of ongoing communication.

Further, we know that even with the best cooperative planning, the task of developing and implementing appropriate educational programs for Willie M. students will be difficult and frustrating. However, it must be done. It is better to invest the money, time, and energy in the schools and mental health services now than to pay later, year after year, to incarcerate the Willie M. student. It remains with those of us who educate these students to reap the maximum benefit from this judicial mandate.

APPENDICES

THE WILLIE M. CASE

The Real Willie M.

The real Willie M. was an abused, 11-year-old boy who came to the attention of juvenile authorities when he was tried for larceny. The judge, a court counselor, and Willie's school social worker all searched for an appropriate program in which to place Willie, but to no avail. Willie was one of those children who fell through the cracks. He was too young for an adult psychiatric hospital, too violent for an adolescent facility, too bright for a mental retardation center, and not bright enough for a state psychiatric hospital for children.

The judge reluctantly placed Willie in a training school. This placement protected the community from Willie's violent behavior, but it offered Willie no help for his problem. In the view of Willie's lawyers, this treatment constituted the equivalent of neglect.

The Willie M. Class Action Suit

On October 2, 1979, attorneys for Willie M. and three other children with similar problems filed a class action suit against the State of North Carolina. In the suite [Civil Action File CC79-0294], they alleged that the state violated the rights of these handicapped children, and others like them, by placing them in institutions which did not provide appropriate education or treatment.

They further argued that it would be less costly in the long run to identify and treat children like Willie M. than to lock them up until they turned 18, release them, and wait until they violated a law and could be locked up again.

The Court's Verdict

In October 1980, Judge James McMillan reviewed the findings in the case, and on February 20, 1981, he issued an order mandating changes in the treatment of the "Willie M. class" of children. The order directed the North Carolina Departments of Human Resources and Public Instruction to:

- provide appropriate treatment and education for the named plaintiffs immediately;
- identify class members;
- name a five-member panel to review the treatment and education of the named plaintiffs, the identification and diagnosis of potential class members, and program and implementation plans; and
- provide members of the class [with] habilitation, including treatment and education.

The Role of the Review Panel

The Review Panel is responsible to the court and was created for the purpose of reviewing the defendants' compliance with the court's decree.

The panel members must be independent so that their judgement is unaffected by any relationship with the parties. The panel consists of five members; one must be a psychiatrist or psychologist, and one must be an educator. Two members are selected by the plaintiffs and two are selected by the defendants. They must agree to the fifth member or the court will make the appointment.

The panel has the authority to obtain all information it deems necessary to perform its duties. The panel also has access to all services, program areas and facilities under the direct control of the defendants. The panel may also interview any person affected by the court's order. The panel must report in writing annually to the court.

The panel's responsibilities are as follows:

- *Review of the individual habilitation plan and program placement for each of the named plaintiffs.* The panel shall determine whether the plan, placement and services actually being provided constitute appropriate treatment. If the planel determines that appropriate habilitation is not being provided or that appropriate plans for habilitation which will be needed in the future have not been made, the panel shall recommend modification of existing plans, programs and placements or the creation of such placements and services as the panel believes are actually needed by the child.

- *Review of procedure for evaluation of needs of potential class members.* The panel shall review the plan prepared for evaluation of potential class members and monitor the implementation of the evaluation process. It may recommend modification in the overall plan for evaluating the needs of potential class members and the implementation thereof. The panel may review and make recommendations with respect to the individual evaluations to the extent that it deems appropriate.

- *Review of determinations as to membership in the class to the extent the panel deems necessary.* The panel may review information relating to individuals excluded from the class and determine whether the criteria for class membership are being consistently and accurately applied to decisions regarding class membership. The panel may make recommendations with respect to the process for determining class membership, if necessary, to assure compliance with the stipulations.

- *Review of implementation of programs and services for the plaintiff class.*

CRITERIA FOR CERTIFICATION AS A CLASS MEMBER

To meet the criteria of emotionally, mentally or neurologically handicapped, the child must have one or more conditions so diagnosed according to ICD-9, AAMD, DSM III systems of categorization, or meet the criteria set by the North Carolina State Board of Education for these handicapping conditions or meet the statutory definition of mental illness for a minor [G.S. 112-36 (d) (ii)]. These diagnoses must be provided by a physician or psychologist licensed in North Carolina.

The historical information and assessment of current functioning, as indicated on the diagnostic forms, should be sufficient to document these handicapping conditions. When the diagnosis is questionable, sufficient additional information shall be provided, as specifically requested. If needed, a second opinion shall be provided by another licensed physician or psychologist.

To meet the behavioral criteria of violent or assaultive, there shall be evidence in the child's history or current functioning of one or more of the following:

- physical attacks against other persons, with or without weapons;

- physical attacks against property, including burning;

- physical attacks against animals;

- self-abusive or injurious behavior, including suicide attempts; and

- forcible sexual attacks.

These behaviors shall meet one or more of the following tests:

- The attack shall be sufficiently intense or severe that substantial harm to person(s) or damage to property could result if there were no intervention.
- The behavior shall have occurred with sufficient frequency to be considered a pattern of response (more than 3 times over a period of 6 months). This criteria shall be considered to be met if the child's behavior occurred less than 3 times but resulted in incarceration or institutionalization, with the restricted environment then "controlling" the behavior(s).
- The behavior(s) although possibly provoked, is (are) judged to be extreme or out of proportion to the provocation or not to be an age-appropriate reaction.
- The behavior(s) has (have) been judged sufficiently disruptive to lead to extrusion from or refusal for admittance to school, job, recreational setting, or treatment program.
- The behavior(s) resulted in severe measures of control, e.g., seclusion, restraints, or chemical controls. [See 2 above.]

To meet the criteria of being inappropriately placed in a treatment program, there shall be evidence of the following:

- The child has a diagnosis and a prescribed need for treatment that has not been implemented.
- The child has an Individualized Education Program that has not been implemented.
- The current treatment or education program must use restrictive measures (e.g., seclusion, restraints, questionably high dosages of medication) with the child that would not be necessary if more staff, staff trained more specifically in relation to the child's behavior, or all components of the needed treatment program were available.
- The treatment plan could be more effectively implemented if the facility provided more security.
- The current treatment regimen could be implemented as effectively or more effectively in a less restrictive setting, if one existed, i.e., a setting that allows the child more mobility, more exchange with peers, family, or community outside of the treatment setting, if an array of sufficient support services existed.

To meet the criteria of being involuntarily institutionalized or otherwise placed in a residential program, the child shall meet one or more of the following:

- Minors who are mentally ill as defined by G.S. 122-36(d)(2), and/or eligible for voluntary admission pursuant to Article 4.
- Minors referred to an area mental health program for whom residential treatment is recommended pursuant to G.D. 7A-647(3) by a Juvenile District Court Judge.
- Minors who have been adjudicated delinquent and placed in residental programs as a condition of probation pursuant to G.S. 7A-649(1).
- Minors who have been adjudicated delinquent and ordered to a professional residential treatment program pursuant to G.S. 7A-648(6).
- Minors committed to a mental health facility or treatment facility pursuant to Article 5A of Chapter 122 as mentally ill or dangerous.
- Minors adjudicated delinquent and committed to the custody of the Division of Youth Services pursuant to G.S. 7A-649(10).

NOMINATION, CERTIFICATION, APPEAL PROCEDURES

Any person or agency may nominate a potential class member by submitting a completed nomination form to the area mental health center. If the nomination comes from a state institution, it should be submitted to the State *Willie M.* Office, as stated on the form.

The nomination form is reviewed by a nomination screening committee to determine whether or not the child seems to be a likely candidate for class membership. Also checks are made to see if the child has been nominated by another agency.

The area mental health center or state institution is informed of the decision of the nominating screening committee. The area mental health center informs the nominating person/agency of the decision. If the child is rejected as a potential class member, the nominating person/agency may submit additional information to have the child reconsidered.

For children accepted as potential class members, the nominating person or agency seeks parental consent to evaluate the child further.

Upon receiving informed consent, a copy of the consent form is sent to the State *Willie M.* Office. Should consent not be obtained, a copy of the "Failure to Obtain Consent" form is also forwarded to the same office and that child's eligibility for class membership is terminated until a later review.

If consent is obtained, the area mental health center in the child's home county (for children in state institutions and in local communities) then requests all available, relevant records on the child.

A licensed psychologist or psychiatrist reviews existing material and completes additional work needed to make a diagnosis and to state treatment needs. This information, plus a medical evaluation, is included in the diagnostic form. An Individualized Education Program, if available, is attached.

The diagnostic form is forwarded to the State *Willie M.* Office and reviewed for completeness. Additional information may be requested.

When the form is considered to be complete, it is forwarded to a Certification Committee for review.

The Certification Committee reports its decision to the Secretary of Human Resources, who confers with the State Superintendent of Public Instruction and then informs the certified class members and non-certified members and their area mental health centers of their status. If the child is in a state institution, the institution is also informed. All relevant parties who have legal relationships to the child will also be informed, including school, juvenile court, social service agency, etc.

Note: Each certified Willie M. student is assigned an ID number which is determined as follows: First three letters last name, first letter first name, date of birth. If two class members have identical identification numbers, they are coded A, B, C, etc.

Nominees who are not certified may appeal the decision and submit additional information for consideration if they desire.

ROLE OF THE DEPARTMENT OF HUMAN RESOURCES, DIVISION OF MENTAL HEALTH, MENTAL RETARDATION, AND SUBSTANCE ABUSE SERVICES, AREA MENTAL HEALTH CENTERS, AND CASE MANAGERS

The Department of Human Resources, through the Division of Mental Health, Mental Retardation and Substance Abuse Services, and area mental health programs, agrees that:

- Area mental health programs are responsible for case management of each certified class member;

- Area mental health programs are responsible for the development and implementation of appropriate treatment plans for each certified class member. The area mental health programs will solicit input from the local school systems in the development and implementation of the Individualized Habilitation Plan to assure consistency with the Individualized Education Program;

- Area mental health programs will, upon request from the local school systems, assist in the development of the Individualized Education Programs for certified class members within their school systems;

- Area mental health programs will provide in-school services to class members as needed and defined in the Individualized Habilitation Plan;

- Area mental health programs will charge parents (on a sliding scale) for any treatment services provided by area mental health programs, e.g., medical and psychiatric care, group or individual counseling, monitoring of medication, diagnostic services, etc.

- Area mental health programs will not charge parents for day treatment and educational programs which are cooperative efforts between the school systems and area mental health programs;

- Area mental health programs will provide transportation for the purpose of treatment of certified class members. In the case of part-time day treatment and educational programs, the mental health programs will provide the transporation to and from the area mental health program; and

- Area mental health programs will share with the local school systems information necessary to develop an Individualized Educaton Program for a certified class member.

Mental Health Case Management

Definition

Case management is a support service which involves the process of linking and coordinating components of a service system to ensure that the client's treatment/habilitation needs are met. Case management facilitates client-service system interaction and movement towards planned change through development of appropriate Individualized Habilitation Plans which include service provision and client advocacy.

The extent to which case management services are provided will vary according to the needs of the Willie M. class member.

The provision of case management is the responsibility of the area program which may elect to provide case management through a variety of models such as:

- area-operated case management units;

- contracts with private agencies;

- the primary therapist; and

- disability-specific case managers.

Provision of Case Management

The case management process begins at the time an individual has been certified by the state as a Willie M. class member and the area program has received notification of certification. Case management continues through the termination of the client/agency relationship.

The Willie M. case manager is the person required by the individualized habilitation planning system to have primary responsibility for coordinating planning and for monitoring the delivery of services to each assigned class member. Case managers have a number of roles in this regard:

- *Planning Role:* Willie M. case managers have primary responsibility for developing and updating the Individualized Habilitation Plans of the class members assigned to them. Case managers determine how the class member, his/her family, and/or guardians or legal custodians are involved in the planning process, and they guide them through it.

  Case managers initiate the creation of each class member's habilitation planning team, and they coordinate the efforts of the team in plan development and plan update. They chair the meetings of the habilitation planning team. They develop with the team whatever working relationship is most efficient and effective in producing quality needs assessments, appropriate habilitation plans, and class member progress. They collect the treatment/program plans prepared by service providers, and they ensure their consistency with the class member's Individualized Habilitation Plan.

- *Monitoring Role:* Willie M. case managers monitor the progress which their assigned class members make in achieving the goals which are specified in their Individualized Habilitation Plans. Case managers initiate plan updates at the intervals required by the State *Willie M.* Office. They often are the persons designated by the Willie M. program units to implement the Willie M. reporting requirements of the State *Willie M.* Office. Case managers should not have responsibility, however, for formal agency or program evaluation.

- *Advocacy Role:* Willie M. case managers have primary responsibility for advocating for class members within the service system. Their success, in large measure, is determined by the tactics they use to accomplish their goal of seeing to it that the class member gets what he/she needs. Developing strong interagency relationships with the people who will provide services to their assigned class members should be the case manager's main advocacy tactic.

  Interagency (or intra-agency) disputes over plan development or plan implementation, when their occur, should be resolved at the lowest possible organizational level. This approach will, of necessity, involve the case manager first. Good interagency relationships will help him/her to resolve conflicts at this level. However, if the case manager is unable to achieve resolution, he/she should initiate the process of resolving the conflict at the supervisory level.

  Administrative supervisors are responsible at the local level for helping case managers to resolve difficult interagency conflicts. If local negotiations fail, the State *Willie M.* Office's Regional Specialists are available to assist case managers and their supervisors to resolve these disputes, and ultimately the State *Willie M.* Office can get involved, if things cannot be settled locally. If at all possible, however, the case manager's good relationships with his/her co-workers in other agencies should not be compromised in the conflict resolution process.

- *Service Provision Role:* The treatment role and the case management role are two separate and distinct roles. To the extent that Willie M. case managers have to perform both roles, they and their supervisors should be sensitive to the demands of both.

The primary duty of Willie M. case managers should be case management. Area programs and contract agencies should designate the maximum reasonable case loads both for case managers who provide services other than case management and for those who do not. These case loads should be exceeded only in emergency situations and only for short periods of time. Area programs and contract agencies should ensure that case managers do not provide therapy to their own assigned class members, unless there is no other therapist available.

Service Program Development Role: Willie M. case managers, as part of the Individualized Habilitation Plan development and update process, note the services which are needed but not yet available on the IHP Review Form required by the State *Willie M.* Office. Case managers, because of their professional expertise in program development, may from time to time be called upon to develop the programmatic aspects of a new service, but they should not be involved in securing the necessary funding for new services. That responsibility belongs to local and state Willie M. administrators who receive, as part of the Individualized Habilitation Plan update process, the routine reports on the gaps in services and the need for funding.